

Gilbert Junior High School

ARIZONA SCHOOL REPORT CARD 2003-04

1016 N. Burk, Gilbert, AZ 85234

Gilbert Unified District

AZ LEARNS¹

Elementary
Achievement Profile *

Highly Performing*

* The profiles are Excelling,
Highly Performing, Performing
or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information,
please refer to the AYP page
in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Kevin Rainey
Schedule : 7:00 AM to 4:30 PM
Grades : 7-8
2003 Enrollment : 1010
Web Address : gilbert.k12.az.us
Phone Number : (480) 892-6908
Fax Number : (480) 813-8240
E-mail : krainey@gilbert.k12.az.us

Mission

Gilbert Junior High School is a community of dedicated educators, parents and students who work together to create a positive environment which encourages learners to explore and develop their potential academically, socially, emotionally physically.

School / Academic Goals

Ü Students will complete core curriculum and pass the district exams with a competency of 80% or above.

Ü Students will be responsible learners by being on time to class and having all necessary materials.

Instructional Programs

Ü Honors Classes
Ü On-site Special Education
Ü Alternative Education
Ü ELL Program

Enrollment

October 1, 2002 School Year Student Enrollment : 953
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 80

Calendar Information

Number of Instruction Days : 177
Average Daily Instruction Time : 6 hours 6 minutes
First Day of School : 8/14/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Gilbert Junior High School

School Site Council

Council Composition

2 School Administrator(s)
0 Non-certified Employee(s)
2 Teacher(s)
4 Parent(s)
0 Community Member(s)
0 Student(s)

Council Duties

Ü Parent/Educator Relations
Ü Extracurricular Activities
Ü Textbook Selection
Ü School Safety Issues
Ü Office Matters

Staffing Information for School Year 2003-04

Position

Number

Position

Number

Administrator

2.00

Teacher

56.00

Other Professional Staff

2.00

Teacher Aide

17.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years

17

5

0

0

4 to 6 years

20

10

0

0

7 to 9 years

9

3

0

0

10 or more years

10

9

0

0

Shared Responsibilities

School

Gilbert adheres to high academic standards for all students and assists them in reaching these goals through various programs. A yearly school calendar, course description books and student handbooks are available for all parents.

Parents

Parents are responsible to see that students report to school on time and ready to learn with appropriate materials and completed homework. Parents are responsible for the health and well-being of their children.

Resources Available at School Site

Special Facilities

Ü Computer Labs

Ü Aquatic Center

Extracurricular Activities

Ü Junior High Athletic Program

Ü Chess Club

Ü National Junior Honor Society

Social Services

Ü Lunch Program

Ü Breakfast Program

Ü Counseling Services

Ü Crisis Intervention

Transportation Policy

Students may ride a bus if they live 1.0 miles or more from Gilbert Junior High School (nine buses are provided). Boundaries are Cooper Road, Superstition Freeway, Val Vista/Lindsay Roads and Elliot Road.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

Ü Implementation of schoolwide and districtwide Personal Responsibility in Daily Effort program.

Ü Implementation of schoolwide SSR Reading program 16 minutes a day.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
Ü Christa McAuliffe Award	1991
Ü FBLA Junior High Team	1995
Ü Principal of the Year/Gilbert District	1995
Ü CMLA Teacher of the Year	1995

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	16	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			76
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	71	70
Grades 7-8	62	72

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	435	2602	71167	95	98	99	474	483	463	27	19	38	47	49	41	16	21	14	10	11	7
All Students (Prior Year)	464	2477	66213	NA	NA	NA	491	489	459	13	13	39	46	49	40	27	24	14	14	13	7
Female	234	1254	34825	97	98	99	474	482	462	26	20	38	50	50	42	16	20	14	9	10	6
Male	200	1347	36047	93	98	99	475	484	464	29	19	38	44	47	39	17	21	15	11	12	8
African American	13	82	3225	65	80	95	471	455	441	27	45	57	55	41	34	9	12	6	9	3	2
Hispanic	83	392	23643	94	100	97	466	467	445	34	34	53	45	48	37	11	11	8	11	7	2
Asian/Pacific Islander	11	97	1503	110	102	100	496	502	493	13	7	18	50	54	40	13	16	23	25	23	19
American Indian/Alaskan Native	NC	16	5161	NC	89	103	NC	461	435	NC	15	63	NC	85	30	NC	0	5	NC	0	2
White	287	1830	35245	85	89	95	477	487	476	26	16	26	46	49	45	19	23	19	9	12	10
Students with Disabilities	38	235	8095	95	100	104	419	436	426	75	60	69	25	38	25	0	0	5	0	2	1
Students without Disabilities	397	2367	63072	95	98	99	475	484	464	27	19	37	47	49	41	16	21	15	10	11	7
Limited English Proficient Students	12	29	10317	92	94	111	NA	509	426	NA	0	72	NA	0	25	NA	100	2	NA	0	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	NC	17057				--	NC	440	--	NC	58	--	NC	34	--	NC	6	--	NC	2
Non-Economically Disadvantaged	435	2601	54110				474	483	468	27	19	33	47	49	43	16	21	16	10	11	8

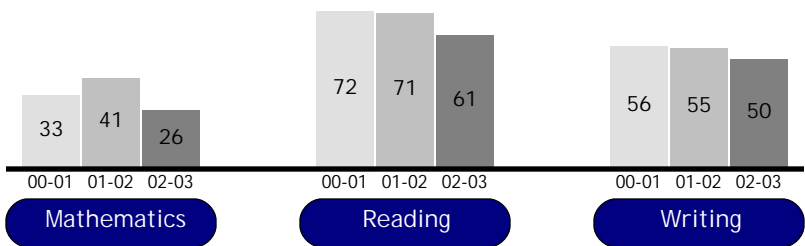
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	444	2617	71100	97	98	99	508	513	502	17	14	25	23	20	21	44	48	40	17	18	15
All Students (Prior Year)	464	2475	66144	NA	NA	NA	519	520	504	10	10	24	19	18	20	51	51	40	20	21	16
Female	237	1260	34801	98	98	99	510	517	505	15	10	21	21	21	22	45	49	42	18	20	15
Male	206	1356	36010	96	98	99	507	510	499	18	17	28	24	19	20	42	47	38	15	16	14
African American	15	83	3219	75	81	95	511	491	486	18	29	38	9	32	24	64	30	31	9	10	7
Hispanic	84	395	23630	95	101	96	501	502	485	22	20	37	29	29	25	38	40	32	11	10	6
Asian/Pacific Islander	10	97	1509	100	102	100	523	528	522	13	3	12	25	11	14	13	59	46	50	26	28
American Indian/Alaskan Native	NC	17	5144	NC	94	102	NC	487	478	NC	23	46	NC	31	24	NC	46	25	NC	0	5
White	292	1836	35198	87	89	95	510	516	515	16	12	15	22	18	18	46	51	47	17	20	21
Students with Disabilities	41	236	8121	103	100	105	427	468	470	100	56	55	0	26	20	0	14	21	0	5	4
Students without Disabilities	403	2381	62979	97	98	99	509	514	503	17	13	23	23	20	21	44	49	41	17	18	15
Limited English Proficient Students	11	28	10304	85	90	110	NA	470	462	NA	100	63	NA	0	23	NA	0	13	NA	0	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	NC	17040				--	NC	483	--	NC	40	--	NC	25	--	NC	29	--	NC	6
Non-Economically Disadvantaged	444	2616	54060				508	513	507	17	14	20	23	20	20	44	48	43	17	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	433	2574	69001	95	97	96	495	499	490	11	8	17	39	36	37	50	56	45	0	0	1
All Students (Prior Year)	453	2447	63579	NA	NA	NA	505	506	493	9	6	15	36	36	42	52	55	41	3	2	2
Female	233	1243	34086	96	97	97	500	507	496	7	4	13	37	31	36	56	64	51	0	1	1
Male	199	1330	34644	93	97	95	489	492	484	16	12	22	40	40	39	44	47	38	0	0	0
African American	13	81	3115	65	79	92	491	484	478	0	15	25	64	53	44	36	32	31	0	0	0
Hispanic	82	390	22656	93	100	92	489	488	476	14	13	27	46	46	43	40	40	30	0	0	0
Asian/Pacific Islander	NC	95	1472	NC	100	98	NC	505	507	NC	3	8	NC	34	30	NC	62	60	NC	0	2
American Indian/Alaskan Native	NC	16	4940	NC	89	98	NC	480	469	NC	17	34	NC	50	43	NC	33	23	NC	0	0
White	287	1806	34501	85	88	93	497	502	500	11	7	10	35	32	34	54	60	55	0	1	1
Students with Disabilities	33	223	7386	83	94	95	426	455	459	100	48	46	0	39	37	0	14	17	0	0	0
Students without Disabilities	400	2351	61615	96	97	97	495	500	491	11	8	16	39	36	37	51	56	45	0	0	1
Limited English Proficient Students	12	28	9662	92	90	104	NA	451	454	NA	100	51	NA	0	40	NA	0	9	NA	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	NC	16383				--	NC	472	--	NC	30	--	NC	43	--	NC	26	--	NC	0
Non-Economically Disadvantaged	433	2573	52618				495	499	494	11	8	14	39	36	36	50	56	49	0	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	94	71	71	53	95	65	69	48	99	70	70	51
	Language	94	73	74	55	95	65	70	51	98	73	73	54
	Mathematics	95	78	76	57	95	70	73	54	99	76	76	58
8	Reading	93	66	69	55	94	64	64	49	99	63	65	53
	Language	95	63	67	50	95	62	63	46	98	61	65	49
	Mathematics	94	71	75	57	95	74	73	54	99	71	74	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a School Resource Officer on campus four days a week. The school district has meetings monthly with the Police Department to update each other on school and police issues. We also have a full-time Security Guard on campus daily.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Kevin Rainey	(480) 892-6908
Transportation Policy	Jay Morris	(480) 497-3314
Community Resources	Lana Moore	(480) 892-6908
School Nutrition Programs	Mary Kyler	(480) 892-6908
Parent Organization	Ingrid Ellis	(480) 892-6908
Student Health/Nurse	Sue Mellen	(480) 892-6908

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards